Mapline

Re-Examining "Ground on which was fought the memorable battle of Waterloo"
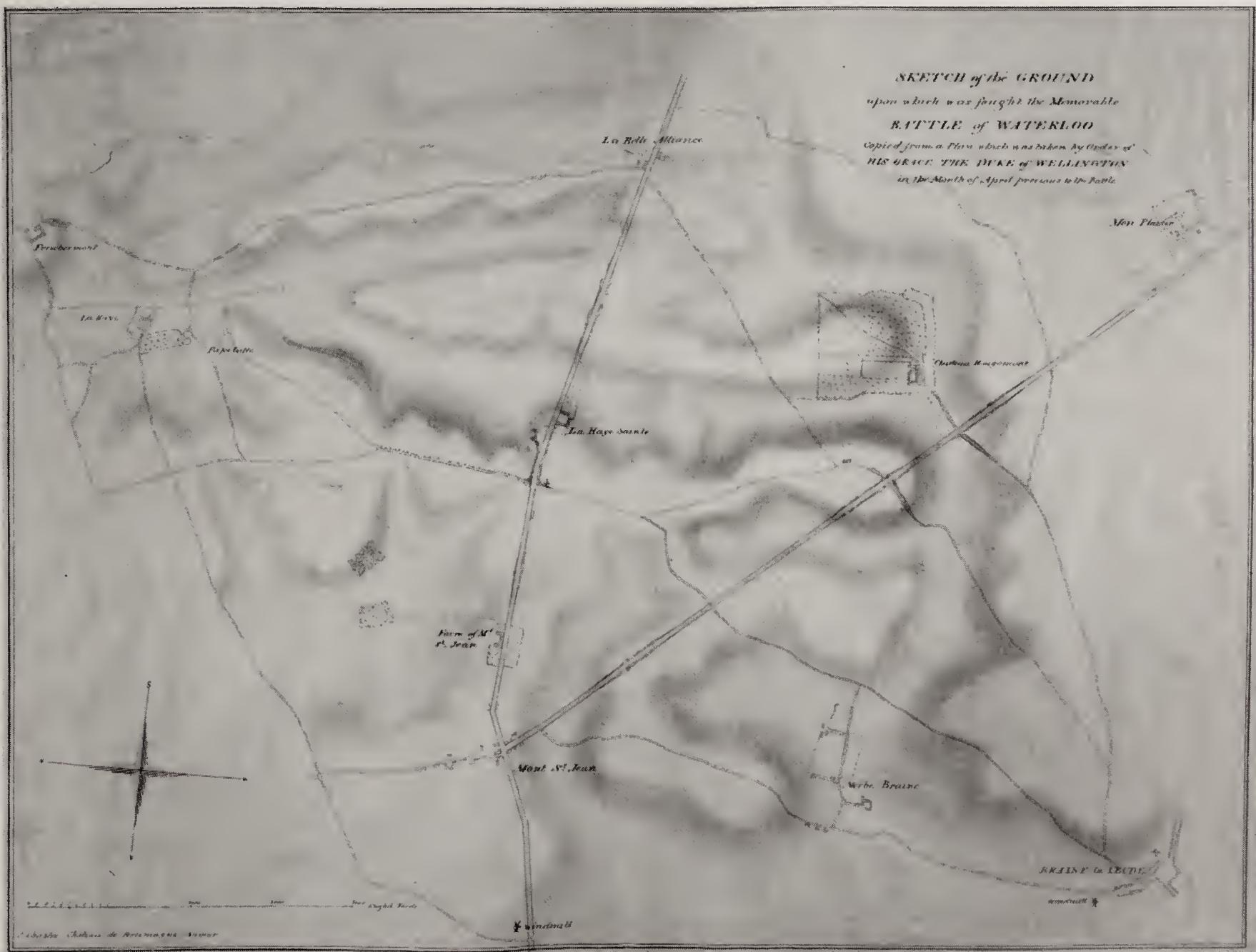
Chaplin, C. *Sketch of the ground upon which was fought the memorable battle of Waterloo: copied from a plan which was taken by order of His Grace the Duke of Wellington in the month of April previous to the battle.* [1815].   Newberry Library call number: * map6F G6014.W3A1 1815 .C5.

In *Mapline* no. 77 (Spring/Summer 1995, page 11), I published a note to explain that the Newberry had just acquired an early nineteenth-century manuscript map of the site of the battle of Waterloo; at that time I also solicited advice from readers concerning the origin and nature of this map. Many readers responded, and it eventually turned out that there were rather similar manuscript versions of the map at the British Library and at the Public Record Office (as it was then called, now "The National Archives"). The map at the British Library (Additional Manuscripts 57653/3) was slightly larger than the Newberry copy (30 x 23 inches), but showed much the same area in much the

same way; it had come in 1968 from the Royal United Service Institution.[1] The map at the Public Record office (WO 78/768/3) was also slightly larger, and had been deposited there at an unknown date by the Board of Ordnance and Inspector General of Fortification. The three maps are at a scale of about 1:5000, and are south-oriented.

I had, then, found maps similar to the Newberry's map, but had thrown no light on their origin. There the matter rested, until in the summer of 2003 I was able to visit the Royal Engineers' Museum at Gillingham, on the River Thames a few miles east of London. On display in the galleries there was a map which seems to resolve the whole problem. Roughly five feet long by four feet high (rather irregularly shaped), it had been presented "to the officers of the Corps of Royal Engineers" about 1910. This map, bloodstained and much-creased, had had an extraordinary history, which was described on the accompanying caption, written during the nineteenth century.

Its origin went back to the summer of 1814 when,

during a visit to the Netherlands, the duke of Wellington ordered Lieutenant-Colonel Carmichael-Smyth of the Royal Engineers to arrange for some of his topographical engineers to sketch the area, roughly oblong, between Waterloo to the north and Nivelle to the south, eastwards to Genappe and westwards a little past Halle. During the months which followed, four sketch-maps of different parts of this area were completed, and the caption mentions that the northwestern part, near Halle, was the work of Lieutenant John Sparling (as we shall see below, the northeastern part was drawn in April 1815). A certain urgency came into the work as it became plain that the returned Napoleon was massing an army to move northwards into this area, and by mid-June of 1815 the four sketches had been combined into a fair copy; this map was then sent to Wellington's ally, the prince of Orange.[2] Meanwhile things were hotting up, so that on June 16th Wellington asked for a similar copy for his own use. There was no time to make another fair copy, so an extemporized map combining the four original versions was sent to the
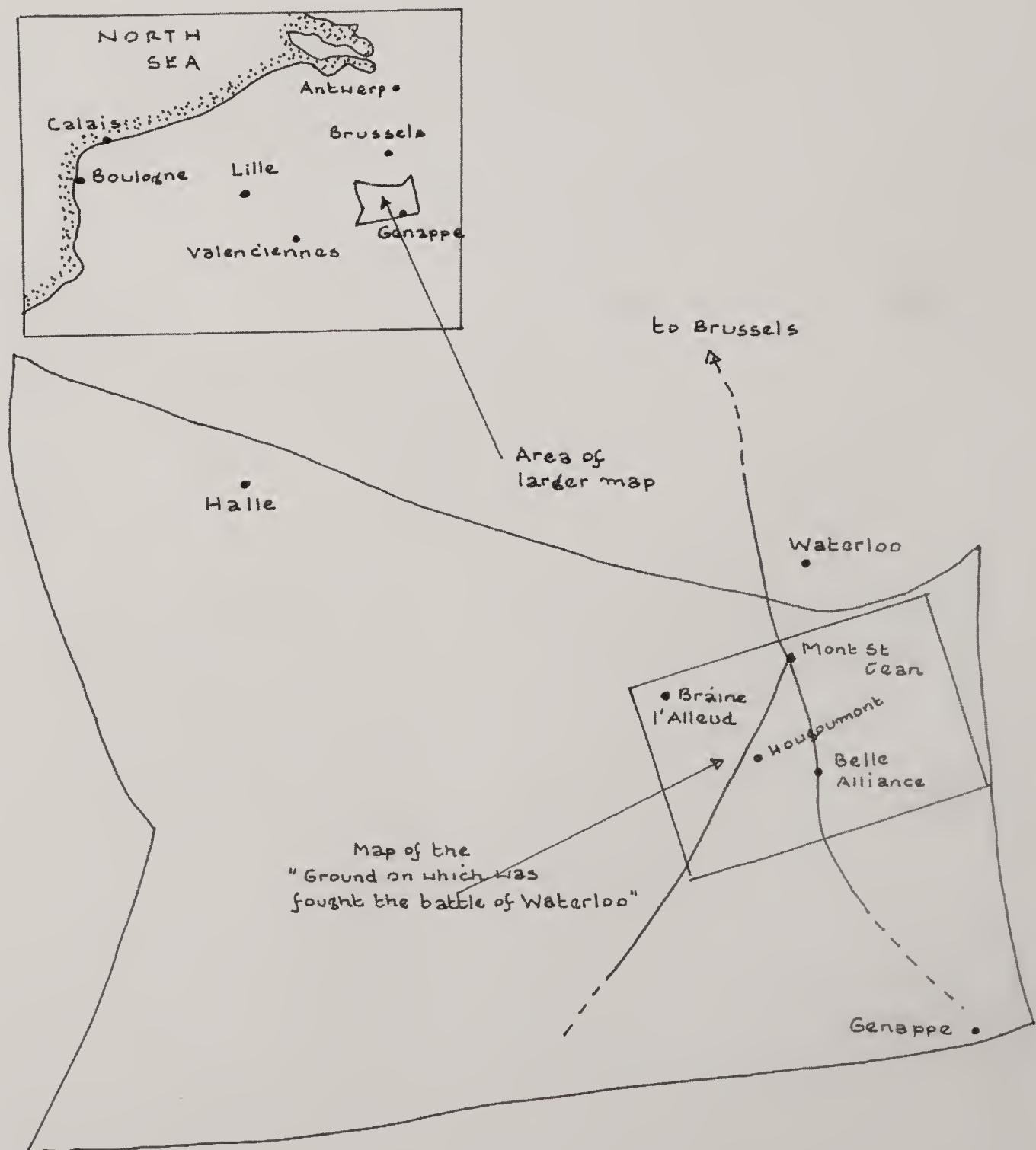
duke from the drawing-office in Brussels. Lieutenant Waters, assigned to deliver it, was at one stage in his journey unhorsed in a skirmish with French cavalry. He feared that he had lost the map, with his horse, but getting to his feet and working a little way forward, "he was delighted to find his horse quietly destroying the vegetables in a garden near the farm-house at Quatre-Bras." Remounting, he took the map on to Wellington, who after making some annotations passed it on to his chief of staff, Sir William de Lancey.

The battle was now raging fiercely, and Sir William was soon knocked from his horse by a cannon ball which severely wounded him, so that the map became stained with his blood as he fell. After the battle, the document was recovered from his body (he survived for some days, nursed by his wife) by Major John Oldfield RE, who saved it and wrote on it a longish description of its history. Remaining in private hands until 1910, the map was then bought and donated to the Royal Engineers' Museum, where I was thus able to see it in the summer of 2003.

This de Lancey map, which indeed seems to reflect four different hands, covers an area roughly 12 miles east-west by 10 miles north-south, at a scale of about 1:15000. In 1846, when the map was still in private hands, it was carefully copied at the Quarter-Master General's Department in Plymouth; this copy went to the Royal United Service Institution, from where it passed to the British Library in 1968 (Additional Manuscripts 57653/4). There are thus three examples of this map, which are various versions of the sketches made by the four engineer officers in 1814-1815: one copy went to the Prince of Orange; one mid-nineteenth-century copy is at the British Library; and the "de Lancey" copy is at the Royal Engineers' Museum, Gillingham.

Of course, none of these copies resembles the map acquired by the Newberry in 1995. What this map seems to be is an enlarged copy of the north-eastern sketch submitted for making the de Lancey map (see our sketch-map on page 2 for reference). It was drawn and signed by "C. Chaplin," one of the military surveyors and draftsmen known to have been with the British army in Flanders in 1816,[3] and contains the crucial note that it was "copied from a plan which was taken by order of His Grace the Duke of Wellington in the month of April[4] prior to the battle." So we must imagine the surveyor Chaplin, at a loose end in his drafting office once Napoleon had been finally defeated, copying (and enlarging) a version of the map which had turned out to play an important part in the central battle. The Public Record Office map was surely drawn at about the same time and for the same reason; unlike the Newberry map, it remained in the drawing-office until all the draftsmen's surviving maps passed into the public repository.

The British Library version, coming from the Royal United Service Institution, was probably a later copy. It contains quite a few mis-spellings, and may well have been drawn in the 1840s in Plymouth, at the same time as the British Library's copy of the de Lancey map. Taken together, these three maps are the surviving evidence for the duke of Wellington's remarkable order to have the Waterloo site surveyed some months before the battle took place. They form the final pieces of a puzzle that has taken some years to work out. All that we now need is to discover is the fair copy of the de Lancey map given to the Prince of Orange; perhaps it survives somewhere in the Dutch archives, and perhaps in some English archive are copies of the other three maps that, with the PRO/BL/Newberry map, together made up the original de Lancey map …

Acknowledgements

[1]There is a reproduction of the map in Claire Lemoine-Isabeau, *La cartographie du territoire belge de 1780 à 1830* (Brussel, 1997), p. 107.

[2]Whitworth Porter, *History of the Corps of Royal Engineers* (9 vols., London 1951-1958), I 380-1.

[3]See Norman Gash, "Wellington and Waterloo," in *Wellington Studies*, II, ed. C.M. Woolgar (Southampton, 1999) p. 235-7.

[4]Or 21 May 1815, according to the text on the Gillingham map.

David Buisseret
University of Texas–Arlington

The Fifteenth Kenneth Nebenzahl, Jr., Lectures in the History of Cartography
The Imperial Map: Cartography and the Mastery of Empire

The Smith Center is pleased to announce that the Fifteenth Kenneth Nebenzahl, Jr., Lectures in the History of Cartography will be held at the Newberry Library on October 7-9, 2004. This year's series, "The Imperial Map: Cartography and the Mastery of Empire," will feature six lectures addressing the intersection between mapping and imperialism in various geographical contexts from the seventeenth to the twentieth centuries.

The relationship between mapping and imperialism, the ideology and practice of political and/or economic domination of weak polities by stronger ones, is an especially rich and complex theme. The expansion of early modern European states into global empires, and the more geographically limited expansion of early modern China, have ramifications for almost every aspect of the history of modern cartography. Topographic mapping played an important practical and symbolic role in the attempts to extend European power over newly established dependencies. In Western North America, parts of South America, Russian Siberia, and sub-Saharan Africa, exploratory mapping furthered political and military objectives, assessed economic resources, and assisted the settlement of colonizers and the displacement or absorption of the colonized. On a broader social and political front public forms of mapping, such as journalistic and literary mapping, contributed to the formation of popular imagination of empire at home, and later among the colonized. In turn, colonized peoples themselves began to develop their own cartographic responses to Imperialism that drew upon both their own cartographic traditions and Western ones.

The Fifteenth Kenneth Nebenzahl, Jr., Lectures in the History of Cartography are generously supported by Ken and Jossy Nebenzahl. Scholars in all fields, educators, and the general public are cordially invited to attend; however, reservations are required. To request additional information or to make a reservation, contact the Smith Center at 312-255-3659 or smithctr@newberry.org.

Detail from "Province de Quang-Tong" in d'Anville, *Atlas de la Chine*, 1737. Newberry Library call number: Ayer 135 A6 1737.

Preliminary Schedule

Thursday, October 7

8:00 p.m.
Matthew H. Edney (University of Southern Maine)
"Imperial Mapping as the Construction of Exclusive Identities"

Friday, October 8

9:30 a.m.
Valerie Kivelson (University of Michigan)
" 'Exalted and Glorified to the Ends of the Earth': Christianity and Colonialism in Seventeenth-Century Russian Siberia"

11:00 a.m.
Laura Hostetler (University of Illinois at Chicago)
"Contending Cartographic Claims: The Qing Empire in Manchu, Chinese, and European Maps"

2:00 p.m.
Neil Safier (University of Michigan)
"The Confines of the Captaincy: Boundary-Lines, Ethnographic Landscapes, and the Limits of Imperial Cartography in Eighteenth-Century Iberoamerica"

3:30 p.m.
D. Graham Burnett (Princeton University)
" 'Empires of Science and Commerce': Whalers, Wilkes, and U.S. Sea-Charting in the Age of Sail"

5:00 p.m.
Reception

Saturday, October 9

9:30 a.m.
Michael Heffernan (University of Nottingham)
"Cartography and Imperial Propaganda, 1830-1930"

11:00 a.m.
Closing Discussion and remarks

Recently Published

Smith, Dareen. *Counties USA: A Directory of United States Counties.* 2nd edition. Detroit: Omnigraphics, 2003. ISBN 0780805461; $120.00. 672 pp, maps.

This volume is more than a plain directory; it provides a compact description of each county, in addition to telling how to contact the county seat. The book is organized alphabetically by state and within each state by county. Each state section opens with a simple, clear outline map of the state and its counties. Each county's entry gives its name, postal address, Web site, telephone number, fax number, a little information about its history and name, a statistical breakdown of the population, and an economic profile (e.g., per capita income, median house value). The opening entry under each state consists of similar information about the state itself. Of course, those data come from the 2000 federal census. At the back of the book, a "Counties Index" names every county in a single alphabetical list and gives the state, the telephone number of the county seat, and the page where the full entry can be found—very convenient. Unfortunately, the editors placed their sample entry on the front endpaper and some statistics on the back endpaper, where that information is likely to be concealed by the labels that libraries commonly paste inside the covers of their books. Despite that design flaw, this is an excellent reference work, and it should be on the shelf of nearly every library, especially those serving local historians, genealogists, and others who work in county records.

John Long
The Newberry Library

Also Received

Wilson, Robin. *Four Colors Suffice: How the Map Problem was Solved.* New Brunswick, NJ: Princeton University Press, 2003. ISBN 0-691-11533-8; $24.95, hardcover. 280 pp., 24 half-tones, 173 line drawings.

Lemmon, Alfred E., John T. Magill, and Jason R. Wiese, eds. *Charting Louisana: Five Hundred Years of Maps.* New Orleans: The Historic New Orleans Collection, 2003. ISBN 0-917860-47-0; $95.00, alk. paper, hardcover. xxii, 383 pp., color illustrations, color maps.

Smith Center News

Historic Maps Curriculum Web Site Launched

The Smith Center is pleased to annouce the public release of its new free on-line curriculum resource, "Historic Maps in K–12 Classrooms." The site (www.newberry.org/k12maps) features 19 historic map documents from the Newberry Library's collections. Historical background and commentary on the map, supplemental images and text, student exercises, and lesson plans created for different grade levels (K-2, 3-5, 6-8, and 9-12) accompany each map. Designed to accommodate a variety of K-12 curricula, this collection of materials exploits the particular ability of historic maps to excite students' imagination of past landscapes, events, and human geographical conditions. The development of "Historic Maps in K–12 Classrooms was supported in part by a grant from the National Endowment for the Humanities. Additional support was provided by the Geography Education National Implementation Project (GENIP), the Mr. and Mrs. Martin D. Jahn Foundation, and Mr. and Mrs. Allen H. Meyer. The site content is also available on a CD-ROM. The CDs are available free of charge, limit one per educator, while supplies last. To request a CD, please contact the Smith Center at 312-255-3659 or smithctr@newberry.org.

Briefly Noted

CONFERENCES and WORKSHOPS

The **21st International Conference on the History of Cartography** is scheduled for 17–22 July 2005, at the Eötvös University campus in Budapest, Hungary. A conference schedule and registration details are available at http://lazarus.elte.hu/~zoltorok/ichc/index.htm.

The **Society for the History of Discoveries 45th annual meeting** will be held at the Buffalo Bill Museum in Cody, Wyoming on 9–12 September 2004. For information visit the SHD website at www.sochistdisc.org or contact: Ralph Ehrenberg, 3117 Beechwood Ln, Falls Church VA 22042; e-mail Rehrenberg@aol.com; phone 703-538-0948

LECTURES and MAP SOCIETIES

The final lecture of the "**Maps and Society**" lecture series for 2003–04 will be held on May 27 at 5:00 p.m. Dr. Scott Westrem (City University of New York) will present "Calculation, Delineation, Depiction, Inscription: the Practicalities of Medieval Mapmaking." Meetings are held at the Warburg Institute, School of Advanced Study, University of London. Admission is free. Direct inquiries to Tony Campbell at t.campbell@ockendon.clara.co.uk.

The Rocky Mountain Map Society will host the **Fourth Annual Rocky Mountain Antique Map Fair** on 18 September 2004 from 9:00 a.m. - 5:00 p.m. at the Denver Public Library. For additional information, visit the RMMS website at www.rmmaps.org.

FELLOWSHIPS and AWARDS

The Washington Map Society is pleased to name Ben Sheesley as the winner of the **2003 Ristow Prize** for his paper "A Humboltian Science Framework for William Whewell's Maps of the Oceanic Tides." Two papers were selected for Honorable Mention: "Contesting Spatial Order: Merchant Geography in Late-Ming China," by Yongtao Du, of the University of Illinois at Urbana-Champaign and "Russian Navy Mapping Activities in the Eastern and Southern Mediterranean (Late 18th Century)," by Mitia Frumin, of the Hebrew University of Jerusalem. Details about the Ristow Prize Competition can be found at http://home.earthlink.net/~docktor/ristow.htm

EXHIBITS

The Library of Virginia announces the opening of "**Maps, Charts, & Atlases: The Alan M. Voorhees Collection at the Library of Virginia**," a major exhibit of early maps and atlases that the Library of Virginia recently received as a gift from one of the state's most distinguished collectors. The exhibit will run through 3 July 2004. For more information, please visit the Library's web site at www.lva.lib.va.us or call 804-692-3592.

"**Mapping Colonial America**," an expanded exhibit of maps and atlases, surveying equipment, and globes will be at the DeWitt Wallace Museum of Decorative Arts in Colonial Williamsburg from 29 May 2004 through 14 August 2005. The exhibit features colonial maps from Colonial Williamsburg's collection. Additional maps dated from 1578 to 1782 are featured in an associated online exhibit that includes maps dated from 1587 to 1782 and includes features such as zoomable images, a glossary of key terms, and timelines. The online exhibit looks at maps relating to colonial discovery, .exploration, boundary disputes, navigation, trade, the French and Indian War, and the Revolutionary War. The online exhibit is a companion the illistrated book *Degrees of Latitude: Mapping Colonial America* by Margaret Beck Pritchard and Henry G. Taliaferro. For additional information about the exhibit, or to view the online exhibit, please viait the Museum's Web pages at www.history.org/History/museums/dewitt_gallery.cfm.

WEB NOTES

The Atlas of Historical County Boundaries, headquartered at the Newberry Library, announces the online publication of its first interactive map: California Historical Counties (IMS). This map is available free of charge at www.newberry.org/ahcbp/ie/index.html. Select the "View Historical State and County Maps" link and then select the "California" link. Please note that the site should be viewed using Internet Explorer as the map does not work well with any other browser, including Mozilla and Netscape. The project has received two more years of funding from the National Endowment for the Humanities to complete the task of mapping county boundary changes in all 50 states. Interactive maps like the recently completed California map will be produced for every state not already published in book format. Persons wishing to purchase a copy of the shapefile from which the interactive map is drawn, plus supplementary files, should write to John Long, Atlas of Historical County Boundaries, The Newberry Library, 60 W. Walton St., Chicago IL 60610; e-mail longj@newberry.org.

On the 350th anniversary of the publication of Scotland's first atlas, Joan Blaeu's *Atlas Novus*, Volume V (1654), the **National Library of Scotland** has unveiled its new Web site, an electronic facsimile of the Atlas. This site presents the first translation into English of the entire textual contents of the atlas. The texts contain detailed historical and topographical descriptions of Scotland and its regions, freshly translated by Ian Cunningham, and complemented by 49 engraved maps. The site can be browsed and searched by a wide range of methods; high resolution, zoomable images can be viewed of every opening; and detailed supporting information and biographies assist the interpretation of the content. The new Web site has been incorporated into the existing NLS maps websites (www.nls.uk/maps).

The Dr. William M. Scholl Center for Family and Community History at the Newberry Library has begun work on the **North American Midlands Web Site**, an initiative to develop Internet resources for teaching and learning American history in a global perspective. When completed in 2006, the project's Web site will provide access to a wide range of historical materials dating from the seventeenth through the early twentieth centuries drawing on the Newberry's rich collections. The Web site's interpretive framework will connect the local and regional history of the Great Lakes states and Canadian provinces to the processes of global economic exchange, imperial political conflict, and the emergence of nation-states. The North American Midlands Web Site is funded in part by a grant from the National Endowment for the Humanities.

Journal of Maps, a new multi-disciplinary electronic journal was launched on 4 May 2004. The journal places an emphasis on on traditional "geo-subjects"; however work in other subject areas will also be included. As all published material will be given away freely, *Journal of Maps* has opted to follow a reverse publishing model in which the author will pay a nominal fee to cover the review and distribution process. For further information about the journal, please visit http://www.journalofmaps.com.

2003 Everyday Maps Institute Participants Produce Map-Based Curriculum Materials for Grades K–12

In July 2003, 25 teachers from across the country convened at the Newberry Library for the *Everyday Maps: Teaching and Historical Contexts* institute. During the institute participants heard lectures given by a faculty of scholars representing the fields of history, art history, geography, cartography, and literature. They also participated in workshop sessions designed to develop map analysis skills. Participants worked in pairs to apply knowledge gained in the lectures and workshops to create their own map-based lesson plans. In many cases, participants chose to use maps from the Newberry's collections for their lesson plans. However, in keeping with the institute's theme of "everyday" or "popular" maps, some participants selected maps that students encounter in common settings, such as *The Wizard of Oz* or *The Lord of the Rings* triology.

We present here the first of a three-part series showcasing the lesson plans written by institute participants during their time at the Newberry. Whenever possible, we have included an image of the map on which a lesson is based. When it is not possible to include a map image, we suggest where a suitable map image can be acquired for little or no cost. These lesson plans and accompanying images will also soon be made available on the Newberry Library's Web site at www.newberry.org/nl/smith/L3rsmith.html, in the "Resources for Teaching with Historic Maps" section. In many instances the Web version of the plan will offer map images in color and detailed images of the maps.

The lesson plans in this issue and those that will follow encompass a variety of subject areas and grade levels. We encourage teachers to review plans other than those indicated for their classroom grade level and to adjust specific tasks as necessary for thier situation.

Everyday Maps was made possible by a grant from the National Endowment for the Humanities. Any views, findings, conclusions, or recommendations expressed in these lesson plans do not necessarily reflect those of the National Endowment for the Humanities, or those of The Newberry Library.

Above: Institute participants engage maps in a workshop activity designed to help them better discern the possible uses and intentions of maps through the comparison of two or more maps with apparently similar themes or of similar geographic areas.

Developing a Gateway to the West: A Chicago Success Story (Grades 9–12)

Kevin Clary (South Stokes High School – Walnut Cove, NC)
Richard Mertz (Oak Park/River Forest High School – Oak Park, IL)

Core Map

Colton's Railroad and Military Map of the United States, Mexico, The West Indies, etc. New York: J.H. Colton, 1862. Newberry Library Call number: map G1081.18 (see map image on page 12-15 and Notes on the Core Map on page 9)

Overview

By examining the core map students will gain an understanding of how various factors influence a city's development.

Objectives

1. Identify various topographic features that contribute to the growth of a city.
2. Identify various technological innovations that contribute to the growth of a city.
3. Identify how politics contribute to the growth of a city.
4. Identify how military strategies contribute to the growth of a city.

Key Terms

Gateway city, transcontinental railroad, trunk lines, portage roads

Required Materials

a copy of the core map (see pages 12-15), U.S. Census data from 1830-1880 (see page 11), U.S. history textbook, modern map of the United States

Time

1-2 hours, based on a regular class framework or 4x4 format

Getting Started

1. Discuss with students the origin, purpose and maker of the core map.
2. Have students identify how the map symbolizes railroads, canals, natural waterways.
3. Have students discuss the map's use of color to distinguish between Union, Confederate, and border states.
4. Call attention to the map's population legend as well as sectional legend.
5. Compare the core map with a modern U.S. map. Have students identify similarities and differences.

Developing the Lesson

1. Have students identify on the map the ten most populus cities in 1830, 1840, 1860, 1870 and 1880. Students should also identify the ten most populous states.
2. Have students identify on the map the Ohio,

Mississippi, Illinois, and Hudson Rivers as well as the Great Lakes and St. Lawrence River. Students in groups of four should discuss how physical geography affects the development of cities. Students should focus on the limitations of natural waterways.

3. Have students identify on the map the Erie and the Illinois and Michigan Canals. In groups of four, students should discuss how technology impacts on the development of cities (Chicago and St. Louis). Students should focus on the limitations of canals.

4. Introduce the notion of portage rail lines and their reliance on waterways. Have students identify portage rail lines on the map. Students should make a determination which State (Illinois or Missouri) is committed more to the use of rails and why. Students should identify the places that Illinois bridged the Mississippi (Rock Island, Clinton, and Quincy).

5. In the 1880s, the cities of Chicago and St. Louis understood that their future depended upon getting the Transcontinental Railroad to connect to their city, enabling it to become the gateway city to the West. Divide class into five groups: two representing the Chamber of Commerce of St. Louis, two representing the Chamber of Commerce of Chicago, and one representing Congress with the power to grant the charter for the transcontinental railroad. Each city group will use the core map as well as outside information to explain the political, technological, and geographic reasons why their city should serve as the link between the settlements and natural resources of the Great West with the cities, factories and commercial networks of the Northeast. Each group will select a spokesperson to present their arguments for why their city deserved to be the gateway to west. After the groups have presented their arguments, the Congressional group will take 10 minutes to openly debate their decision and reach a conclusion.

6. Replay the above activity on an individual level by having each student write a 500-word essay analyzing the political, technological, and geographic reasons that would argue in favor of Chicago serving as the link between the settlements and natural resources of the Great West with the cities, factories and commercial networks of the Northeast.

Evaluation

For 4 points, the student/group has gone beyond the assignment; i.e. he or she synthesizes more information than expected, or shows particularly incisive analysis. He or she works well with other group members in researching for and preparing the documents.

For 3 points, the student/group has done all that was asked for in the assignment in a thorough manner. The analysis is sound, supported by specific examples, and clearly organized. The work is correct and neat, and

exhibits few, if any, spelling or grammatical errors. He or she works well with other group members in researching for and preparing the justifications.

For 2 points, the student/group has done most of what was asked for in the assignment in an acceptable manner. The analysis is sound with only minor flaws, if any; is supported at least in part by specific examples; and is organized well enough so that one is able to follow the presentation. The work is, for the most part, correct and neat, and may exhibit some spelling or grammatical errors. He or she contributes to the work of the group.

For 1 point, the student/group has done very little of what was asked for in the assignment. The analysis contains numerous spelling or grammatical errors, is not well organized, and does not use specific examples. He or she does not significantly contribute to the work of the group.

Extensions

1. Using the core map, students can discuss the role of transportation in fighting the Civil War.
2. Have students mark the routes of the actual transcontinental railroads on the map and discuss their impact on western cities.
3. Have students use the 2000 census to consider how the population distribution of the country has changed and why. Specifically, they should consider why some cities maintained their importance while others have declined.

Related Resources: Books, Articles, Maps, Videos

Abu-Lughod, Janet. *New York, Chicago, Los Angeles: America's Global Cities.* Minneapolis: University of Minnesota Press, 2001.

Ambrose, Stephen E. *Nothing Like It in the World: The Men Who Built the Transcontinental Railroad 1863–1869.* New York: Simon and Schuster, 2000.

Belcher, Wyatt Winton. *The Economic Rivalry between St. Louis and Chicago, 1850-1880.* New York: Columbia University Press, 1947.

Chicago: City of the Century. DVD or VHS. PBS, 2003.

Colton's Guidebook through the United States of America. New York: J.H. Colton, 1850.

Colton's Map of North America. New York: J. H. Colton, 1857.

Cronon, William. *Nature's Metropolis: Chicago and the Great West.* New York: W.W. Norton and Company, 1991.

Fisher, Richard, ed. *Colton's Western Tourist and Emigrant's Guides.* New York: J.H. Colton and Company, 1854 and 1857.

Illustrations of Greater Chicago. Chicago: J.M. Wing and Co., 1875.

Meinig, D.W. *The Shaping of America: A Geographical Perspective on 500 Years of History*, Vol. 2, *Continental America 1800-1867.* New Haven: Yale University Press, 1993.

Mitchell, Samuel A. *Mitchell's New Traveler's Guide through the United States and the Canadas.* Philadelphia: Charles Desilver, 1857.

Modelski, Andrew. *Railroad Maps of North America: The First Hundred Years.* Washington, DC: Library of Congress, 1984.

Moran, George E. *Moran's Dictionary of Chicago and It's Vicinity.* Chicago: George F. Moran publisher, 1892.

Randall, Frank A. *History of the Development of Building Construction in Chicago.* Urbana: University of Ilinois Press, 1949.

Van Ermen, Eduard. *The United States in Old Maps and Prints.* Wilmington, DE: Atomium Books, 1990.

Related On-Line Resources

Art Institute of Chicago. *Window on the West: Chicago and the Art of the New Frontier, 1890-1940.* [Exhibit] www.artic.edu/aic/visitor_info/WOW_release.html

Chicago Metropolis 2020: The Chicago Plan for the 21st century. ww.press.uchicago.edu/Misc/Chicago

U.S. Bureau of the Census homepage. www.census.gov

U.S. Bureau of the Census, State Data Center. www.sdcbidc.iupui.edu

Notes on the Core Map

Throughout history the relative prominence of cities has been in a constant state of flux. The analysis of why some cities rise and fall while others are able to maintain their prominence raises some very interesting questions. An examination of the 1850's rivalry between Chicago and St. Louis provides valuable insight into the question of city building.

In 1808, Albert Gallatin, the Secretary of Treasury, went before Congress and issued a plan for the nation's economic development. His goal was to develop "good roads and canals [to] shorten distances, facilitate commercial and personal intercourse, and [uniting] by a still more intimate community of interests, the most remote quarters of the United States" (Meinig, *The Shaping of America*, Vol. 2, p. 311).

As a result of physical geography and early capital improvements, the city of St. Louis began its climb to prominence in the decades after the Louisiana Purchase of 1803. St. Louis' importance is defined by its location near the confluence of the Missouri and the Mississippi rivers, which allowed it to serve as a market for Midwest farmers. In 1840, St. Louis had a population of 16,469 and was ranked as the 24th largest city. The zenith of St. Louis was in 1870 when it had a population of 310,864 and was ranked the 4th largest city in the Nation. *Colton's Western Tourist and Emigrant's Guide* of 1854 described St. Louis as "one of the most important places in the West. The union is its tributary and already its trade amounts to nearly one-half of the foreign commerce in value. About 1000 flatboats arrive

here annually and steamboats with about 500,000 tons. … No city could be better located for an extensive commerce … year by year its importance is increasing."

Chicago's origins and growth were also tied to transportation. The city's location at the southwestern point of Lake Michigan provided access from the Great Lakes to the Mississippi River Valley. However, the importance of its position along the lake was not truly realized until the creation of the Erie Canal in 1828. Chicago was now connected to New York City and its rich ports through the Great Lakes. Chicago's rise continued with the completion of the Illinois and Michigan Canal in 1848, which connected the Mississippi to the Northeast. As a result, Chicago grew rapidly. In 1840, Chicago had a population of merely 4,470 and was ranked 92nd in the nation. In 1870, the population had increased to 298,977 and its rank was 5th, one place behind St. Louis. Finally, in 1880, Chicago overtook St. Louis as the most populated western city with a population of 503,185, ranked the 4th in the United States.

But it was more than water that explains Chicago's rise to prominence in the 1880s. In fact, because of the need to connect Oregon and the territory newly acquired from Mexico with the East, a struggle to be the eastern terminus of the transcontinental railroad developed between Chicago and St. Louis. To the victor went the spoils of economic and social growth. In the end, Chicago won the fight, cementing its place as the gateway city to the West. *Colton's Railroad and Military Map* of 1862 provides insight into why Chicago won the fight. The core map depicts the Nation on the eve of the transcontinental railroads connecting the newly acquired western territory with the East and the Old Northwest. In fact, the map depicts several potential routes for the transcontinental railroad. The map also shows the country's move from using nature's geography (rivers and streams) for transportation to using technology (canals and railroads) to manipulate nature's topography and provide a more efficient means of transportation. This transformation had significant effects on the country's economy as well as the demographics of the nation.

The map also shows that not all states or regions of the Nation had equally embraced this transportation revolution. It is clear from the core map that the North and Old Northwest had built canals and railroads more energetically than the South.

One can see that Illinois' commitment to railroads was much greater than Missouri's. At first, railroads were merely portage roads, existing to connect areas of the country to waterways. However, as time passed, railroads began to bypass waterways altogether; thereby decreasing the importance of internal waterways. By 1862, Illinois had over 2100 miles of rail while Missouri had only 800 miles of rail. The map shows that the railroads in Illinois had made the commitment to cross the Mississippi river by building bridges at Rock Island in 1855, at Clinton 1858, and at

Quincy in 1868. On the other hand, St. Louis and its business leaders who were still maintaining the importance of water transportation. In fact as late as 1869, St. Louis businesses were still arguing that "at least 10,000 miles of navigable rivers bear commerce in the interest of St. Louis. No inland place of the continent holds so favored a position. It is a great point of radiation" (Logan Uriah Davis, quoted in Cronon, *Nature's Metropolis*, p. 299). This sentiment was so popular that the St. Louis Chamber of Commerce declared war on the building of bridges across the Mississippi:

A half dozen bridges in rapid current and change channel of this river, would render navigation extremely hazardous, if not impracticable; and the current position of St. Louis, which is now the pride and boast of her citizens, would be counted among the things that were. The City has been and must necessarily remain dependent upon her rivers for the bulk of her trade, and it well becomes her to watch with a jealous eye all attempts to encroach there upon (Cronon, p. 299).

Since the new rail trunk lines had the general effect of decreasing the importance of waterways, in the end St. Louis's commitment to water contributed to its fall from western prominence.

In addition to providing information on transportation, the map also illustrated the political and sectional crisis of its time. To show the sectional developments the map uses colors to distinguish between the various sectional alliances. The map uses pink to represent Free/Union States, blue to represent Slave/Confederate States and yellow to represent Slave/Border States. With the secession of the Southern States, the Free States now had an opportunity to advance their economic vision of the nation. Since it was in a free state, Congress looked favorably on Chicago and named it as the eastern terminus of the first transcontinental railroad. In addition to showing sectional alliances, the map shows the Union's deployment of a naval blockade at New Orleans, which added to the determination that Chicago would be the gateway city. "We in the North can but faintly realize the desolation and misery of the war in Missouri and St. Louis. The blockade of the river reduced the whole business of the city to about one-third its former amount" (*Atlantic Monthly*, June 1867; qoted in Cronon, p. 301). While it is true that St. Louis would regain its former trade, the die was cast against it since farmers from Iowa and Wisconsin had made arrangements to transport their goods through Chicago via rail during the war that they maintained after it.

Albert Gallatin's 1808 vision of a commercially connected nation was achieved by 1880. Since that time, Gallatin's vision has not been abandoned or completed, but continually improved upon through the development of highways and air travel.

CENSUS DATA, 1830–1880, 2000
Developing a Gateway to the West: A Chicago Success Story

1830 Census-Most Populated Cities
Source: U.S. Bureau of the Census

1.	New York City	202, 589
2.	Baltimore	80, 620
3.	Philadelphia	80, 462
4.	Boston	61, 392
5.	New Orleans	46, 082
6.	Charleston	30, 289
7.	Northern Liberties District, PA	28, 872
8.	Cincinnati	24, 831
9.	Albany	24, 209
10.	Southwark District, PA	20, 581

1840 Census-Most Populated Cities
Source: U.S. Bureau of the Census

1.	New York City	312, 710
2.	Baltimore	102, 313
3.	New Orleans	102, 193
4.	Philadelphia	93, 665
5.	Boston	93, 383
6.	Cincinnati	46, 338
7.	Brooklyn City	36, 233
8.	Northern Liberties District, PA	34, 474
9.	Albany	33, 721
10.	Charleston, SC	29, 261
**24.	St. Louis	16, 469
**92.	Chicago	4,470

1850 Census-Most Populated Cities
Source: U.S. Bureau of the Census

1.	New York City	515, 547
2.	Baltimore	169, 054
3.	Boston	136, 881
4.	Philadelphia	121, 376
5.	New Orleans	116, 375
6.	Cincinnati	115, 435
7.	Brooklyn City	96, 838
8.	St. Louis	77, 860
9.	Spring Gardens District, PA	58, 894
10.	Albany	50, 763
**24	Chicago	29, 963

1860 Census-Most Populated Cities
Source: U.S. Bureau of the Census

1.	New York City	813, 669
2.	Philadelphia	565, 529
3.	Brooklyn City	266, 661
4.	Baltimore	212, 418
5.	Boston	177, 840
6.	New Orleans	168, 675
7.	Cincinnati	161, 044
8.	St. Louis	160, 172
9.	Chicago	112, 172
10.	Buffalo	81, 129

1870 Census-Most Populated Cities
Source: U.S. Bureau of the Census

1.	New York City	942, 292
2.	Philadelphia	674, 022
3.	Brooklyn City	396, 099
4.	St. Louis	310, 864
5.	Chicago	298, 977
6.	Baltimore	267, 354
7.	Boston	250, 526
8.	Cincinnati	216, 239
9.	New Orleans	191, 418
10.	San Francisco	149, 473

1880 Census-Most Populated Cities
Source: U.S. Bureau of the Census

1.	New York City	1, 206, 299
2.	Philadelphia	847, 170
3.	Brooklyn City	566, 663
4.	Chicago	503, 185
5.	Boston	362, 839
6.	St. Louis	350, 518
7.	Baltimore	332, 313
8.	Cincinnati	255, 139
9.	San Francisco	233, 959
10.	New Orleans	216, 090

2000 Census-Most Populated Cities

1.	New York	8, 008, 278
2.	Los Angeles	3, 694, 820
3.	Chicago	2, 896, 016
4.	Houston	1, 953, 631
5.	Philadelphia	1, 517, 550
6.	Phoenix	1, 321, 045
7.	San Diego	1, 223, 400
8.	Dallas	1, 188, 580
9.	San Antonio	1, 144, 646
10.	Detroit	951, 270
**50.	St. Louis	348, 189

Core Map (upper left section)

Colton's Railroad and Military Map of the United States, Mexico, The West Indies, etc. New York: J.H. Colton, 1862. Newberry Library call number: map G1081.18 [provided in four parts]. A color version is available at www.newberry.org/nl/smith/L3rsmith.html.

Core Map (lower left section)

Colton's Railroad and Military Map of the United States, Mexico, The West Indies, etc. New York: J.H. Colton, 1862. Newberry Library call number: map G1081.18 [provided in four parts]. A color version is available at www.newberry.org/nl/smith/L3rsmith.html.
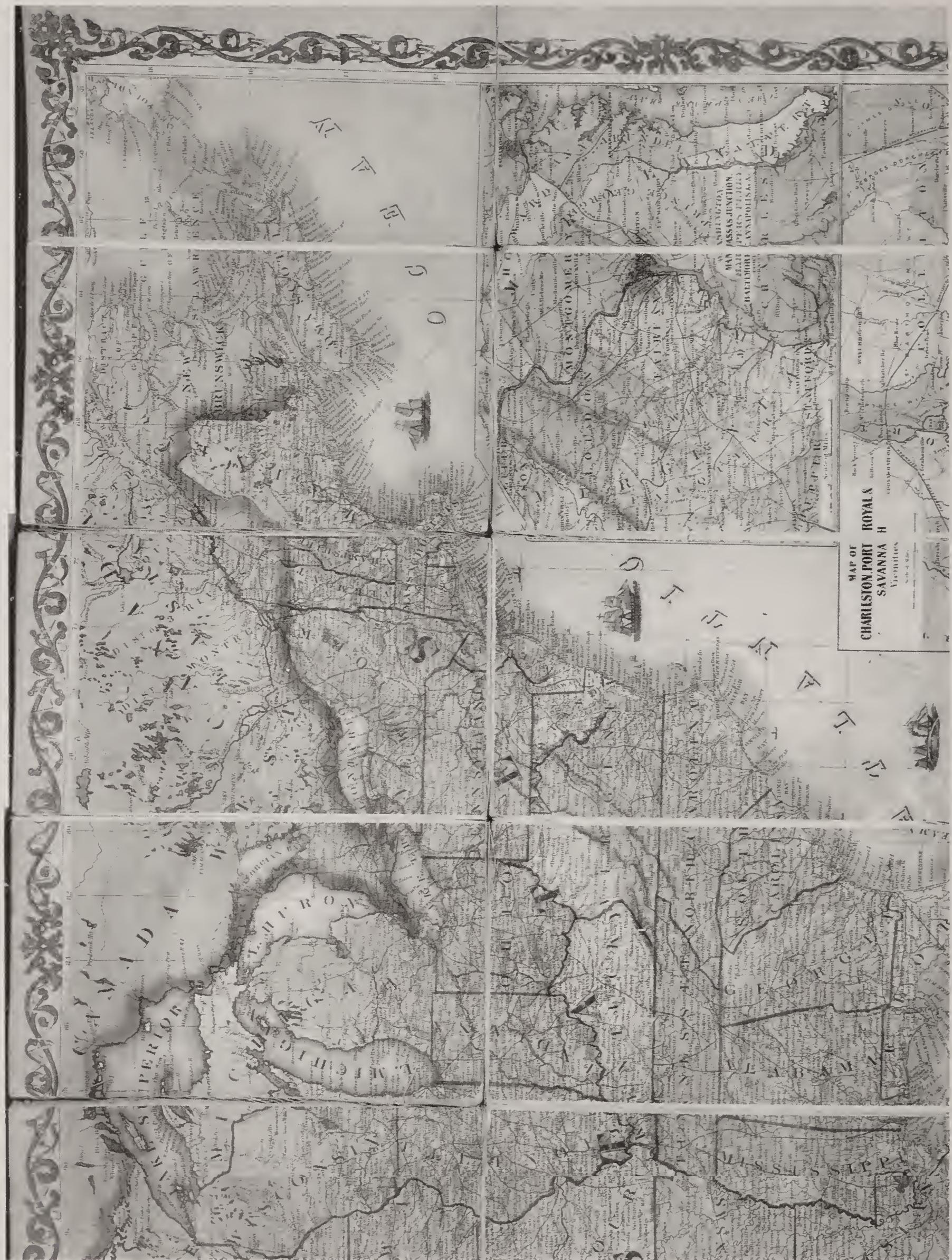
Core Map (upper right section)

Colton's Railroad and Military Map of the United States, Mexico, The West Indies, etc. New York: J.H. Colton, 1862. Newberry Library call number: map G1081.18 [provided in four parts]. A color version is available at www.newberry.org/nl/smith/L3rsmith.html.
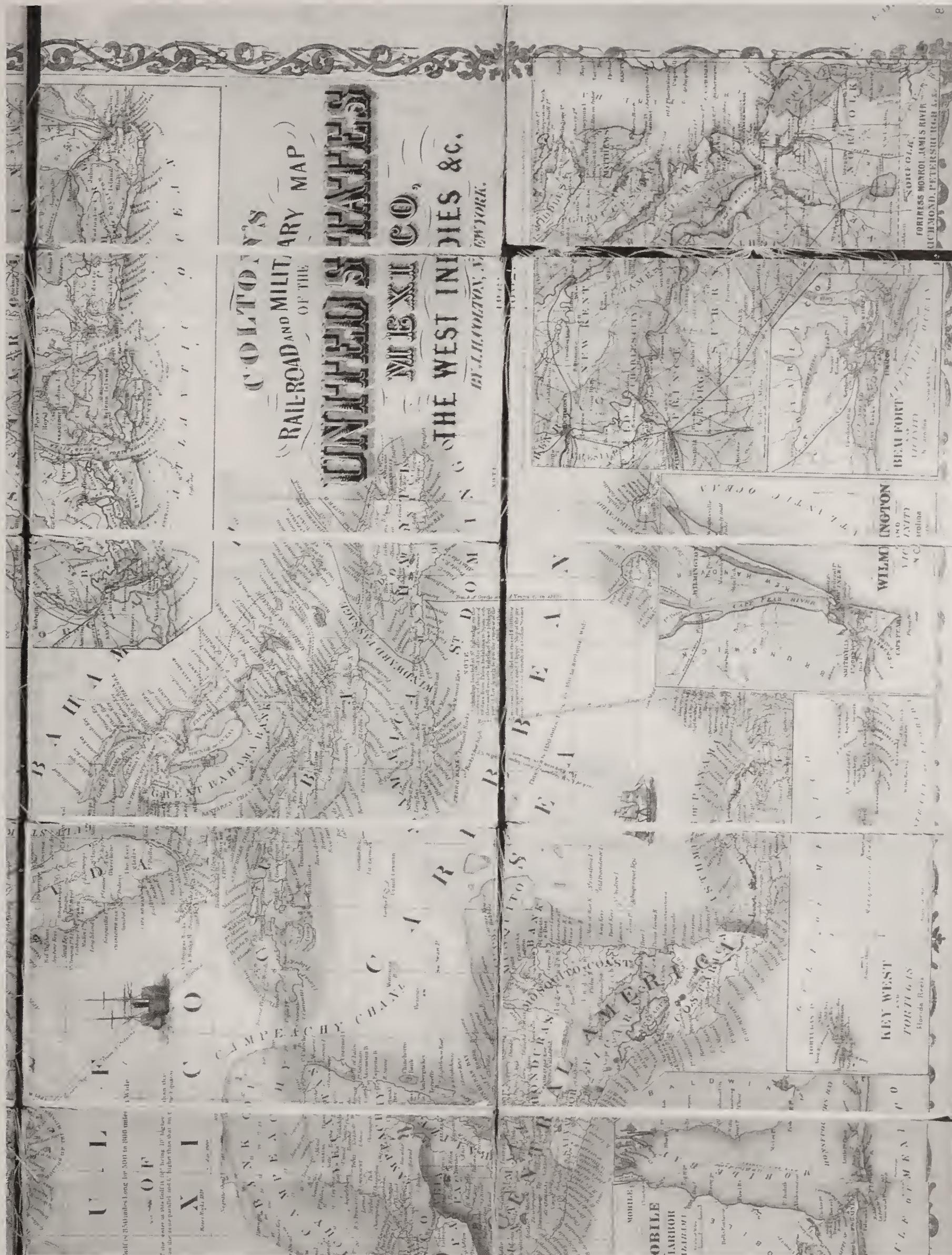
Core Map (lower right section)
Colton's Railroad and Military Map of the United States, Mexico, The West Indies, etc. New York: J.H. Colton, 1862. Newberry Library call number: map G1081.18 [provided in four parts]. A color version is available at www.newberry.org/nl/smith/L3rsmith.html.

The Marvelous World of OZ (Grades 4–6)

Jennifer Hinson (Stehlik Intermediate School – Houston, TX)
Susan Neuman (Glen Grove School – Glenview, IL)

Core Map

"The Marvelous Land of OZ," by L. Frank Baum. The map can be found in most *The Wizard of OZ* books, and is also included in *An Atlas of Fantasy* by Jeremiah B. Post. (see Notes on the Core Map on page 17)

Overview

In this lesson students investigate the major themes in fantasy maps, expand basic map reading skills, write imaginative narrative essays based on the map, and create a fantasy map detail based on the core map. The class will create a display of the core map compiled from the students map details.

Objectives

1. Identify themes in fantasy maps and explain how the map of OZ fits those themes.
2. Navigate directions through the map and justify in writing and orally why they chose their path.
3. Understand the importance of a legend and create their own legend for the map.
4. Design and present their own detail from the OZ map.

Key Terms

fantasy, legend

Materials

overhead of the core map, copies of the core map, wall map in classroom, art supplies

Time

4 class periods (one for each of the four different activities).

Activity 1 - Important Features of a Map

1. If necessary, read exerpts from the story or watch the movie so the students have a basic understanding of the story. The story may be read aloud, or it may be combined with a reading unit if a class set of the story is available.
2. Have students analyze the core map in groups of 3-4. Each group should list the important features of the map.
3. After some time, pull down a classroom wall map. Have students list features of the wall map that do not appear on the OZ map. As a class, make a class list on the board or overhead (you may want to keep the list for later viewing). During the discussion be sure to focus on:
   a. Lack of legend: does this matter?
   b. Names of cities and towns: what can you tell about a city or town from its name? Would you want to travel to a place with "Winged Monkey" in the name? Why?

Why not?
   c. Why is OZ surrounded by a desert? Is a fantasy location more believable if water or sand surrounds it? Compare *The Wizard of OZ* story to any other fantasy story that the class knows about (*Peter Pan*, *Treasure Island*).

Activity 2 - Navigation

1. In groups of 2, have students identify two locations on the core map. These locations should be in different countries of OZ. (Have students pick the locations before explaining the lesson).
2. Have students write directions (using directions: north, northwest, south…etc.) from one location to the other. In addition to the directions students need to write a short explanation of why they chose the directions they did.
3. Using an overhead or picture of the map, student will present their routes to the class and explain why they picked them. They will then take questions from the class and have to defend their choices.

Activity 3 - The Importance of a Legend

1. Display a wall map you have in your classroom with a clear legend. Have students identify the legend and point out the important features.
2. Have each student draw a legend for the core map.

Activity 4 - Detail of Map

1. Individually or in small groups, students need to pick one city or town on the core map. They need to then draw and label a detail of that town. Tell students that their drawings should look like a part of the core map and use the same style that Baum used.
2. After all groups are done, display the core map surrounded by the detailed town drawings on a bulletin board.

Evaluation

For 4 points the student always follows all of the directions given; when presenting orally, supports statements with concrete answers, speaks clearly, and presents a clear understanding of the main concepts; when drawing: presents a high quality of drawing, uses the same style as Baum used in the core map; and participates fully in class discussions.

For 3 points the student usually meets the criteria listed for 4 points.

For 2 points the student sometimes meets the criteria listed for 4 points.

For 1 point the student seldom meets the criteria listed for 4 points.

Extensions

1. Individually students can create their own fantasy maps

and write stories based on these.

2. Students can research L. Frank Baum's life (see Resources for books and websites).

3. Students can complete any of the web quests listed in the resources section. Be sure to check links for web quests before giving URLs to students since websites can expire without warning.

Related Resources: Book and Articles

Armytage, W.H.G. *Yesterday's Tomorrows*. London: Routledge & Kegan Paul, 1968.

Hearn, Michael Patrick. *The Annotated Wizard of Oz*. New York: C. N. Potter, 1973.

Greenberg. *Gulliver's Travels*. New York: WW Norton & Company, Inc., 1961.

Post, J.B. *An Atlas of Fantasy*. New York: Ballantine Books, 1973.

Schiller, Justin G. *The Distinguished Collection of L. Frank Baum*. New York: Swann Galleries Inc., 1978.

On-line Resources

maps depicting the Land of OZ

The Wonderful World of OZ
www.loc.gov/exhibits/oz/images/vc66.jpg

Map of the Land of OZ
http://seamonkey.ed.asu.edu/oz/MapOz.html

for information on Baum
www.teach-nology.com/teachers/child_lit/authors/baum/
http://www.oz-central.com/history.html

Notes on the Core Map

To write fairy stories for children, to amuse them, to divert restless children, sick children, to keep them out of mischief on rainy days, seems of greater importance than to write grown-up novels.
          -L. Frank Baum

The genre of fantasy is one that takes each reader on a journey in another land with mysterious creatures. In the story of *The Wizard of OZ*, Dorothy has to travel through OZ to get to the Emerald City. When the story was written, L. Frank Baum drew the first map of OZ.[1] In this original drawing; Baum reversed east and west, going an extra step in creating this fictional land. In subsequent editions of the story, a different map was used, drawn by William Wallace Denslow. In those maps, the directions were reversed. The map discussed for these purposes is called "The Marvelous World of OZ," interpreted from Baum's map, taken from *An Atlas of Fantasy* by Jeremiah B. Post.

The map shows the Land of OZ as if it were a real place, and is inscribed, "published by the International Wizard of OZ Club." It is the setting for the OZ series, which consists of 15 books. The map is divided into four

separate countries. Within these countries, there are rivers, forests, lakes, towns, and the entire Land of OZ is surrounded by desert. In addition, various places of importance, such as "where Dorothy landed," are noted. Also, pictures are used to note different locations, like Glinda's Palace or Scarecrow's Tower. Emerald City is located in the center of the Land of OZ, and is by far the most detailed portion of the map.

The orientation of the map has different views. Some points on the map are shown from a bird's-eye view with only the town name. Other important locations are shown from the front as if you are viewing a town from the front. For example, The Emerald City is shown as a huge palace.

Two major map elements are missing from the map: a scale and legend. This is the case in several other science fiction and fantasy maps (*The Lord of the Rings*).[2] It is left up to the reader to determine distance and some symbols are left to the reader to interpret. All is explained when the stories are read, because the directions are often used and the stories often include a journey from one location on the map to another.

Baum was born in Chittenango, New York in 1856. He was born with a defective heart and spent much time indoors.[3] When speaking about his writing as an adult, mentioned of the importance of children's literature, perhaps because he wished he had had fantasy stories to read when he was young. Baum wrote many children's books. He based many of his characters on people he knew as a child.[4]

Baum's story of *The Wizard of OZ*, was immortalized with the release of the movie in 1939.

[1] J. B. Post, *An Atlas of Fantasy* (New York: Ballatine Books, 1973).

[2] J.R.R. Tolkien, *The Lord of the Rings* (London: G. Allen & Unwin, 1955).

[3] Michael Patrick Hearn, *The Annotated Wizard of Oz* (New York: Clarkson N. Potter Inc, 1973), 12.

[4] Hearn, *The Annotated Wizard of Oz*, introduction.

Colonization and Its Impact on Nation-State Building: Case Study of the African Continent

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Deana Jaeschke (Central Middle School – White Bear Lake, MN)

Core Map A

"Africa" in *Black's General Atlas of the World*. Edinburgh: Adam and Charles Black, 1885, p. 36. Newberry Library call number: oversize oG1019 .B63 1885 (see map image on pages 22-25 and Notes on Core Map A on page 19)

Core Map B

"The Partition of Africa" in William R. Shepherd, *Historical Atlas*. New York: Henry Holt and Company, 1921, pp. 174-75. (see map image on pages 26-27 and Notes on Core Map B on page 20)

Overview

Students will analyze two historic maps of Africa to promote their knowledge and understanding of colonialism and the dynamic nature of political geography. Students will demonstrate their understanding by completing an alternative map of Africa and two writing exercises.

National Geography Standards

6: How culture and experience influence people's perceptions of places and regions.
13: Forces of cooperation and conflict that shape the Earth's surface.
17: How to apply geography to interpret the past.

Objectives

1. Identify and locate various physical features.
2. Identify and locate various ethnic groups and tribal kingdoms.
3. Analyze the changing dynamic of political borders and its effect on the human landscape.
4. Analyze the role and impact that colonization played in determining the boundaries of new nation-states on the African continent

Key Terms

Africa's "Gold Coast," Berlin Conference of 1884, colonization, ethnic group, tribal kingdom, nation-state, political geography, self-determination, slavery

Materials

copies of Core Map A and Core Map B (see pages 22-25 and 26-27), outline map of Africa (see page 28), paper and pencil, Student Information Sheet (see page 21), colored pencils

Time

Two 40-minute class periods plus homework

Getting Started

1. Display only Core Map A and discuss with your students who made the map, when it was made, and for whom it was made. [Core Map A exhibits the physical features and human characteristics of the African continent including rivers, mountains, lakes, deserts as well as the tribal kingdoms and ethnic groups (some showing boundaries) and the beginnings of European colonies along the northern coastal areas of Africa (Morocco to Egypt), west coast (the Gold Coast), and southern Africa (Cape Colony)]. Point out to students that Core Map A shows the political boundaries of the continent prior to the most intense period of European colonization (after 1885).
2. Discuss the key terms Africa's "Gold Coast," ethnic group, tribal kingdom, nation-state, and slavery. Provide each student with a Student Information Sheet (see page 21).

Developing the Lesson

1. Assign students to work in small groups. Distribute an outline map of Africa to each group (see page 28).
2. Using Core Map A for reference, have each group identify and label the blank map with Africa's major physical features, ethnic groups and tribal kingdoms, and existing European settlements in 1884. (They may wish to use color to accentuate rivers and mountain ranges.)
3. Once the labeling of the map is complete, students should consider the following question: "How would you divide the continent into nation-states, assuming there was no further expansion of European settlements on the continent?" Students should make notes on what they believe constitutes a nation-state as these criteria will be helpful to them in determining where boundaries are placed. Hold a brief class discussion to share definition of nation-state.
4. Have each group divide the continent into nation-states by drawing boundaries where they believe they should go. (They can make as few or as many nation-states as they wish.)
5. Each group should write two to three reflective paragraphs describing their rationale for the boundaries they created, taking into account the geographic and human characteristics of the continent.
6. Have a few students read out loud to the class their group's reflective paragraphs.
7. Now distribute Core Map B to all groups. Core Map B exhibits the political boundaries of new nation-states in Africa after the Berlin Conference held between 1884-1885. At this point in time, Africa comprised approximately 30 nation-states that were colonies under European imperialist rule. (Many new nation-states were made up of scores, and in some cases hundreds, of different ethnic groups/tribal kingdoms.)

8. Point out and discuss the key terms Berlin Conference, colonization, political geography, and self-determination.
9. Ask the students, within their groups, to identify the differences in nation-state boundaries seen on Core Map B and on the map they drew of Africa. Ask them to make notes identifying the major differences between the two maps. Ask them to consider what rationale the Europeans may have used in determining where they drew the boundaries of Africa's nation-states as seen on Core Map B. Students should write two to three paragraphs on their discussion of the European perspective.

Evaluation

For 4 points, the student correctly completes all parts of the lesson: completes the blank map outline of Africa (with physical features, human characteristics, and existing European settlements in 1884), makes notes on the meaning of the term "nation-state," writes two to three reflective paragraphs describing their own rationale for the boundaries they created, and writes two to three paragraphs on their discussion of the European perspective in creating boundaries in Africa.

For 3 points, the student correctly completes most parts of the lesson listed above for 4 points.

For 2 points, the student attempts to complete some parts of the lesson listed above for 4 points

For one point, the student attempts to complete a few parts of the lesson listed above for 4 points.

Extensions

1. Students research and write an essay demonstrating their knowledge of European imperialism in Africa in the late nineteenth century utilizing the core maps as evidence and to illustrate their main points. The essay should include the issues of the 1884-1885 Berlin Conference, colonial settlement, armed conflict, and boundary agreements.
2. Using the boundary agreement dates on Core Map B, students research and create an annotated time line of African and European contact. Events and time periods to include would be African Kingdoms, European ocean exploration, African-European trade, the slave trade, continent interior exploration, imperialism, inter-European conflict in Africa (British vs. Boer), Berlin Conference, boundary agreements, colonial wars, World War I, and post World War I boundary agreements.
3. Students compare and contrast the two core maps using a Venn diagram. Students could be directed to include a current political map of Africa in the comparison as well.
4. Discuss with students: What right do a nation of people have to determine their own future (the right to self-determination)?
5. Discuss with students: What are some of the long-term effects of colonialism on the indigenous cultures of a region? Cite examples.
6. Discuss with students: What were some of the economic factors that led to European exploitation of the African continent?
7. Discuss with students: How did Europe prosper from its imperialist policies in Africa (and elsewhere)? Choose one European country as an example and cite specific examples.

Related Resources: Books, Articles, Maps

Abstracting Africa: Thematic Mapping and British Imperialism, 1870-1930, commentary by Jon Hegglund. The Newberry Library, 2002. Also available on-line at www.newberry.org/nl/smith/L3rsmith.html.

Black's General Atlas. Edinburgh: Adam and Charles Black, 1888.

Gailey, Harry A. *The History of Africa in Maps*. Chicago: Denoyer-Geppert, 1971.

Stone, Jeffrey C. *A Short History of the Cartography of Africa*. Lewiston: E. Mellen Press, 1995.

Related On-line Resource

Notes on Bartholomew, John, "Africa," from *Black's General Atlas of the World*.
http://www.newberry.org/nl/smith/L3rsmith.html

Notes on Core Map Map A

John Bartholomew's 1885 map of Africa was selected because of its creation at a significant moment in world history, prior to the European partition of Africa into colonies. It displays physical features, indigenous ethnic and tribal kingdoms and groups, and European settlements along the coastal areas. European maps of Africa from this date forward decrease in representation of the indigenous groups and increase the display of colonial boundaries and a vivid use of color to further demarcate territory. (The use of color on this map will be explained below.)

1885 was a crucial year for European imperialism in Africa as it marks the year of the Berlin Conference (also see Key Terms). It is important to note that no actual divisions of territory took place at the conference, but it instead served as a watershed for the partition that largely took place from 1885-1900 (with a few changes after World War I). Jeffery Stone articulates this point in *A Short History of the Cartography of Africa*, page 68:

> This conference has been seen erroneously as launching the partition of Africa among the European powers. In fact, historians have long been at pains to emphasize that it did not carve up Africa. It was convened because the collaborative arrangements on which Europeans states had hitherto relied were beginning to break down. The objective of the conference was the continued commercial access by European powers to the resources of Africa. The

intention was to regulate European rivalries, not to partition Africa. The Berlin Conference failed in its attempt to curb the impending partition of Africa, but recognition of the conference as a meeting of imperialists, not colonialists and the recognition of differing attributes of imperialism and colonialism is important for understanding the cartographic evolution of Africa.

Certain colors on the map frequently, but not always, indicate territories ruled or under the influence of European powers in 1885. The following notes on these colors will help promote an understanding of which European powers were where in 1885.

Two Portuguese colonies appear in green on the map. These are the present-day Angola and Mozambique along the southwestern and southeastern coasts.

Several British colonies appear on the map in pink. These include Egypt and Sudan in northeastern Africa; The Cape Colony, on the southern tip of Africa; Sierra Leone, Gambia, and Lagos (the core of modern Nigeria) on the northwestern coast; the Gold Coast, along the Gulf of Guinea. Madagascar, an area long under the influence of Great Britain, is also shown in pink even though Britain recognized it as a French colony in 1883.

The beginnings of German East Africa (modern Tanzania) appears in orange along the east coast. German colonies had been established in modern Cameroon and Namibia in 1884, but do not appear in this 1885 British map.

Most French colonies appear in green on the map. These include Algeria, portions of the northwestern coast (modern Senegal), modern Gabon (south of the Gulf of Guinea). Tunisia, a recent French colony in 1885, is shown in orange. Morocco, a nominally Turkish dependency under the influence of both France and Spain, is colored purple. Please note also that some of the green-shaded areas on the map are Portuguese colonies or independent areas.

Several independent African states or tribal communities are also shaded on the map, These include Abyssinia (modern Ethiopia), Liberia, and the Hausa States.

Notes on Core Map B

William Shepherd's 1921 map entitled "Partition of Africa" retrospectively shows the many colonial boundaries established before and after the Berlin Conference in 1884-1885 as well as the new boundaries and states that emerge after World War I. The date of each boundary agreement is printed under the name of each colony in italics.

Readers of the map should note the key and insets in order to interpret the map appropriately. In contrast to *Black's General Atlas of the World* 1885 map of Africa, Shepherd's map defines its use of color and clearly demarcates the political boundaries. Comparing the use of color in the two maps can show the rise of color to reflect national or colonial boundaries. Even the largely nomadic ethnic or tribal groups were given some delineation on Black's 1885 map.

Perhaps the most significant comparison between the 1885 and 1921 Africa maps is the absence of indigenous ethnic and tribal names on the latter map. As stated in the commentary on the Black's map, the 1885 map is one of the last European maps to depict the indigenous African communities. The few references to the indigenous people on the 1921 map are shown within colonial boundaries. For example, the Matabele land in southern Africa is placed within British territory. Also mentioned are groups that led sustained revolts against British rule. The Ashanti Kingdom is labeled within the Gold Coast (present day Ghana) and an Islamic group called the Mahdi by the British are labeled as in revolt in Anglo-Egyptian Sudan (present day Sudan).

The upper left insert shows symbols used for operative and projected railroads. Unlike Black's map, the Shepherd map shows transportation networks. The reader should note the interior/exterior structure of the rail lines (the short, coastal lines demonstrate this well) and the lack of an attempt at connecting the rail lines. This reflects the problematic nature of the continent being colonized by competing nations and their emphasis on the extraction and exploitation of raw materials rather than a transcontinental or regional rail system.

Attention to the dates of the boundary agreements printed in italics for each colony yields a time frame for readers to develop an understanding of the chronology of the European influence on the African continent. The earliest presence was on the western coastal islands such as Cape Verde (1415) and the Canary Islands (1478) during the advent of European ocean exploration. This settlement pattern continues around the edges of the continent and to the eastern coast with Annobon (1484), Mauritius (1598), and Madagascar (1643). Mainland settlement follows a similar coastal pattern as demonstrated by Sierra Leone (1787) and the Cape Colony or the Cape of Good Hope (1652) while the interior of the continent is claimed in the late nineteenth century.

Africa in 1884

Physical Features
Rivers–Congo, Gambia, Niger, Nile, Orange, Zambesi
Lakes–Nyassa, Tanganyika, Tchad, Victoria
Mountains–Mount Atlas, Mount Kilimanjaro
Deserts–Kalahari, Sahara, Libyan

Ethnic Groups and Tribal Kingdoms
NW–Moor and Arab
N–Tawdrek
E–Galla, Nubian, Ukambani
W–Ashantee, Bambara, Dahomey, Hausa, Songhay, Yariba
S–Damara, Matabele, Namaqua

Independent African States
Abyssinia (modern Ethiopia)
"Liburia" (Liberia)

Existing European Colonies
Portugal (shown on the map in green)
　•southwestern and southeastern coasts (present-day Angola
　and Mozambique)

Great Britain (shown on the map in pink)
　•Northeastern Africa and south along the Nile River
　(present-day Egypt and Sudan).
　•Cape Colony, southern tip of Africa
　•Sierra Leone, west coast
　•Gold Coast, west coast
　•Lagos, west coast
　•Gambia, west coast
　•Zanzibar

Germany (shown on the map in orange)
　•East Africa (present-day Tanzania). Note that the German
　colonies in Southwestern Africa (present-day Namibia) and
　Cameroon were established in 1884, but do not appear as
　such on this 1885 British map. The British were colonial
　rivals to the Germans in these areas.

France (usually shown in green on the map)
　•Algeria (green)
　•Tunisia (green)
　•Western Coast (present-day Senegal) (green)
　•South of the Gulf of Guinea, "Gaboon" (green)
　•Madagascar (shown in pink, reflecting long-standing British
　interest in the area. The British handed over the island to
　the French in 1883, but the French did not effectively rule
　the area until the 1890s.)

Key Terms

Africa's "Gold Coast": This portion of the West African coast
along the Gulf of Guinea was so-named by the Europeans
because of the rich supplies of gold in the area. The British

formally established a colony here that they called the Gold
Coast in 1874. This colony became the independent country
of Ghana in 1957.

Berlin Conference (1884-85): At the request of Portugal, Otto
von Bismarck, the Chancellor of Germany, invited
representatives of twelve European countries, Turkey, and the
United States to this conference in November 1884.
Ostensibly, the conference was intended to insure that the
represented countries would work cooperatively to insure that
trade and navigation in the interior or Africa–particularly in
the Congo River Basin–would remain free. In effect, however,
the conference accelerated European advances into the
African interior and the subdivision of the virtually the entire
continent into European colonies over the next two decades.

colonization: the act or process of establishing control over a
country or area by a more powerful and often distant country

colony: a territory settled or conquered by a people from a
distant land for the purpose of expanding cultural, economic,
or political power

ethnic group: a group of people who share a common identity
defined by perceived racial characteristics, customs, language,
or culture

tribal kingdom: a social grouping of people consisting of
extended families and clans linked by a common ancestry,
usually having an informal and impermanent political
organization

nation-state: a territorial well-defined independent and
sovereign political unit theoretically inhabited primarily by
people sharing a common historical origin, cultural traits,
and/or language

political geography: the study of, or pertaining to, the surface
of the earth in terms of its political divisions, structures, and
relationships

self-determination: an international political principle that
recognizes the right of the people of a given region to
determine their own sovereign status and political system

slavery (especially, African): A practice that allows one human
being to be owned by another as chattel or personal property.
It has been practiced throughout human history in many parts
of the world. Fifteen million Africans were forcibly removed
from their homelands as slaves from the mid-1400s to the
mid-1800s. Most of them were taken to North and South
America, but some ended up in North Africa and the Middle
East. Though the practice was banned in most parts of the
world by 1900, it is still practiced in modified forms in some
areas. The long-term social and economic effects of African
slavery and its suffering linger in every country touched by the
practice.
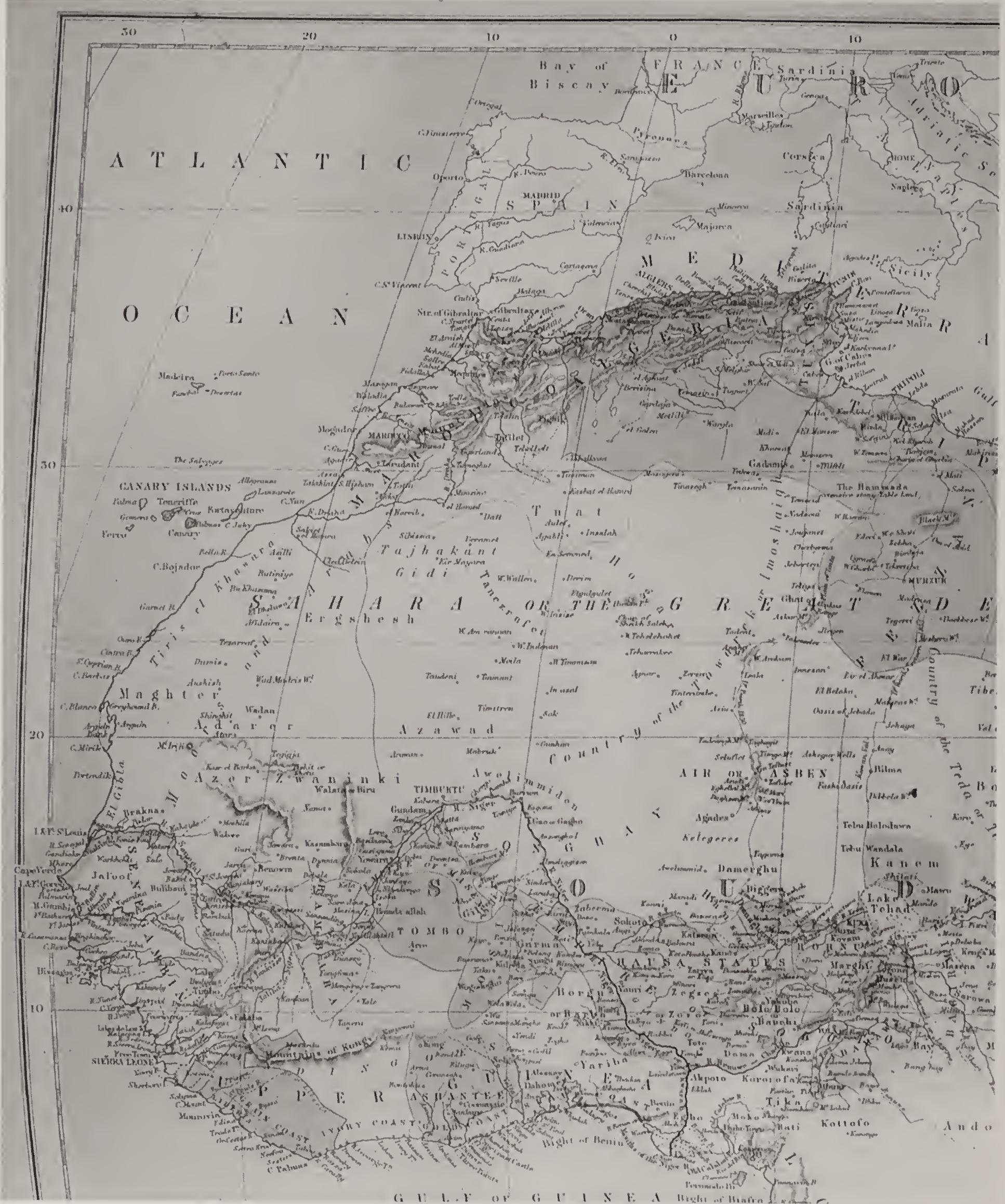
Core Map A (upper left section)

"Africa" in *Black's General Atlas of the World*. Edinburgh: Adam and Charles Black, 1885, p. 36. Newberry Library call number: oversize oG1019 .B63 1885 [shown in four parts]. A color version is available at www.newberry.org/nl/smith/L3rsmith.html.
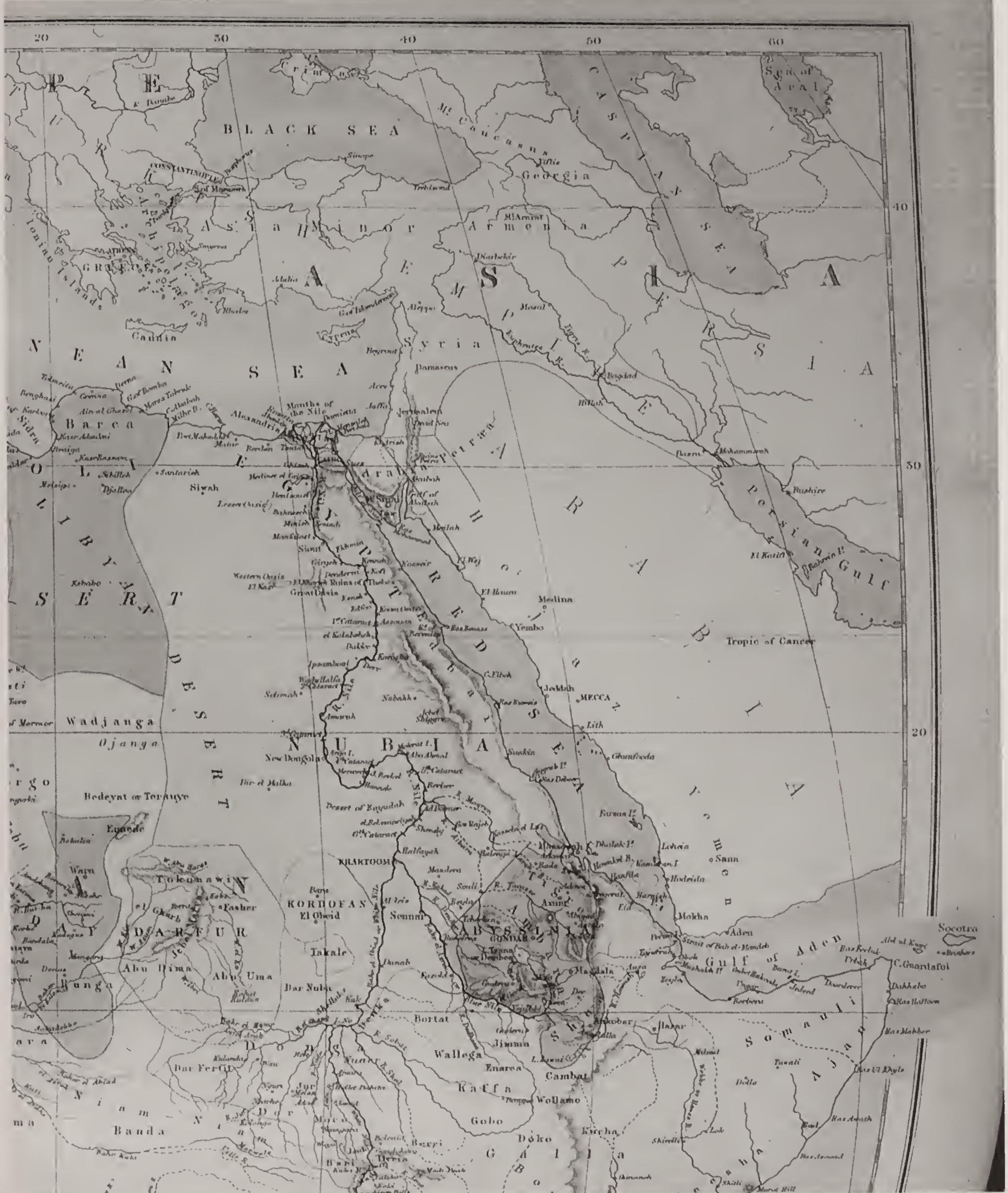
Core Map A (upper right section)

"Africa" in *Black's General Atlas of the World*. Edinburgh: Adam and Charles Black, 1885, p. 36. Newberry Library call number: oversize oG1019 .B63 1885 [shown in four parts]. A color version is available at www.newberry.org/nl/smith/L3rsmith.html.
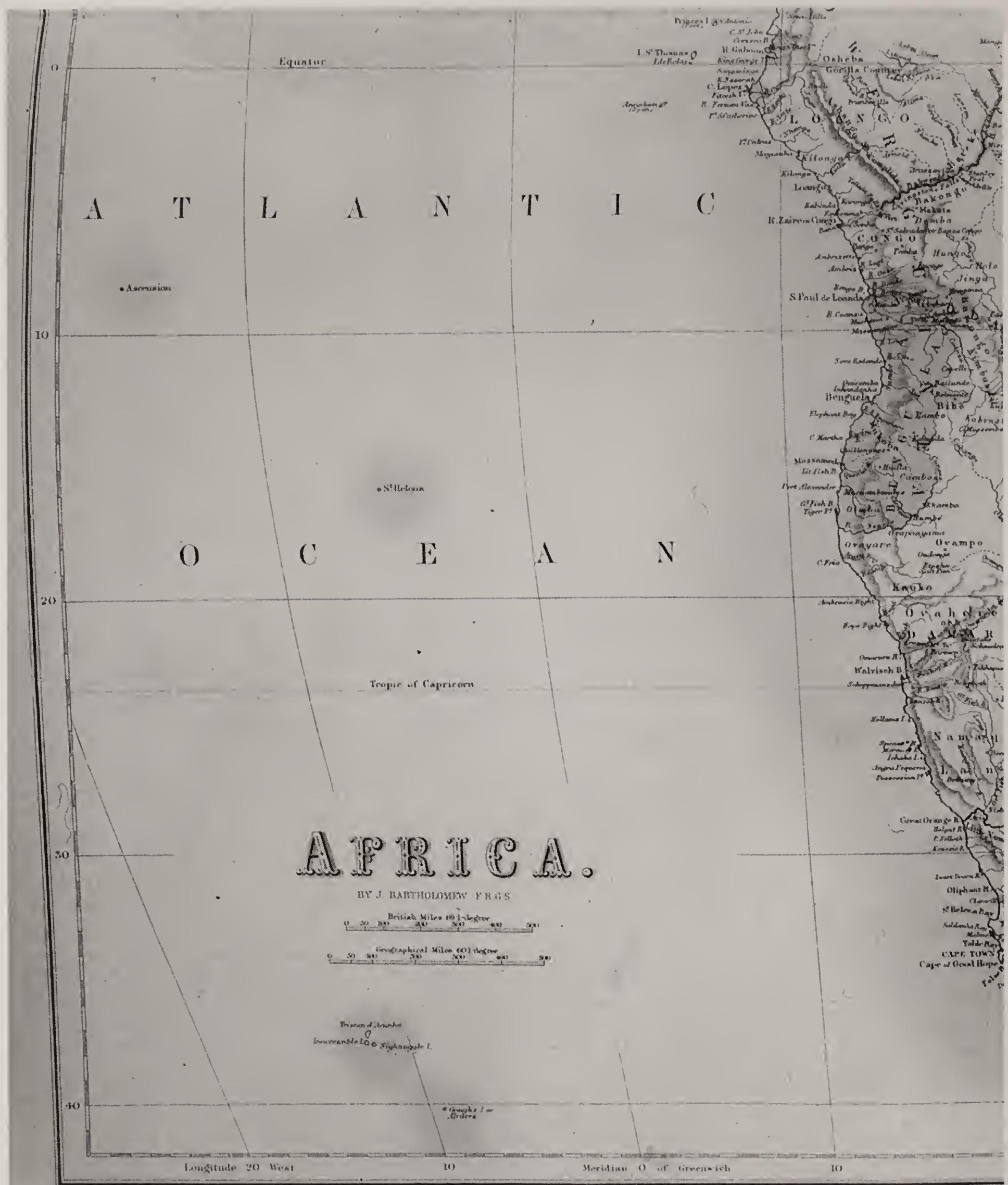
Core Map A (lower left section)

"Africa" in *Black's General Atlas of the World*. Edinburgh: Adam and Charles Black, 1885, p. 36. Newberry Library call number: oversize oG1019 .B63 1885 [shown in four parts]. A color version is available at www.newberry.org/nl/smith/L3rsmith.html.
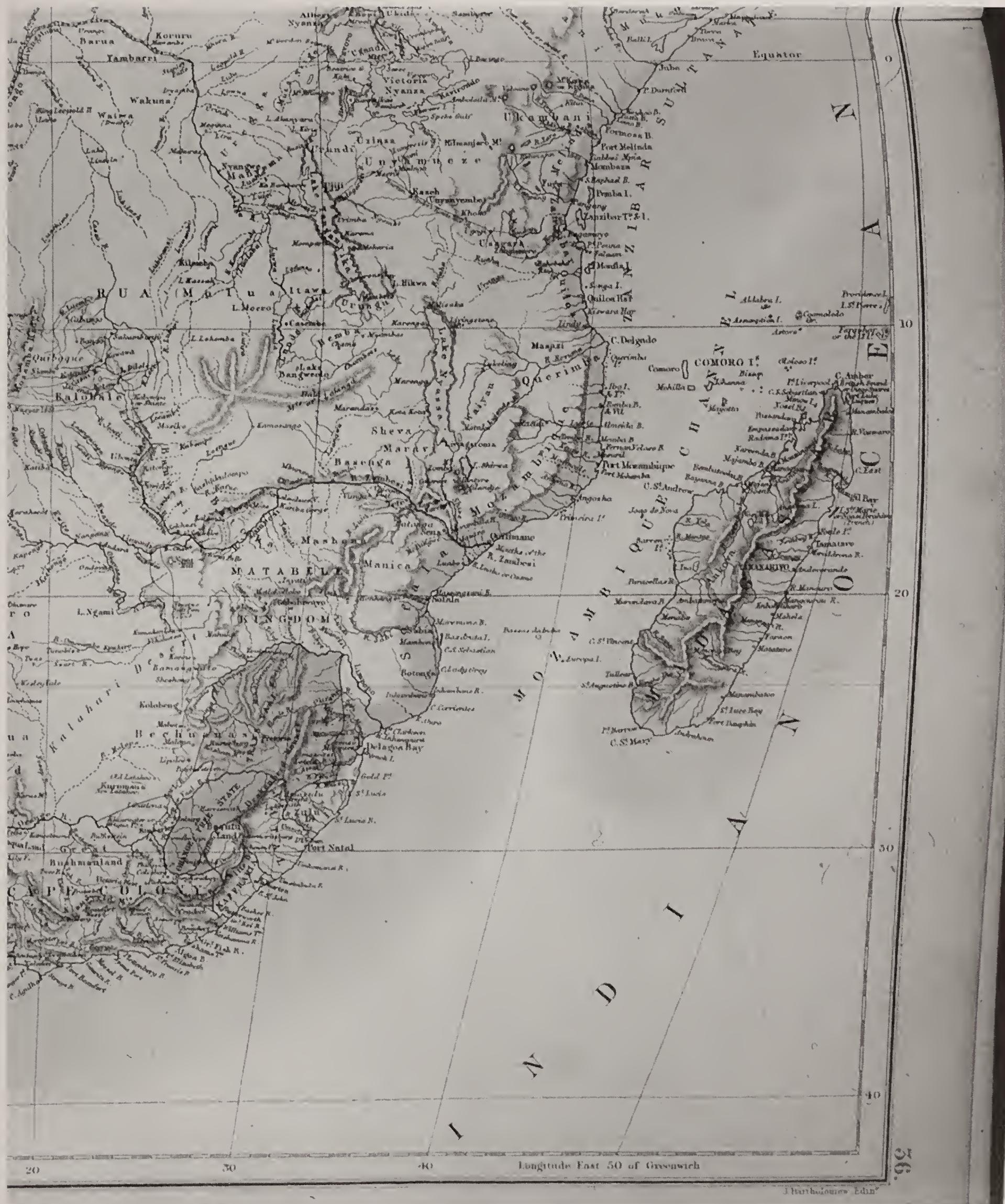
Core Map A (lower right section)
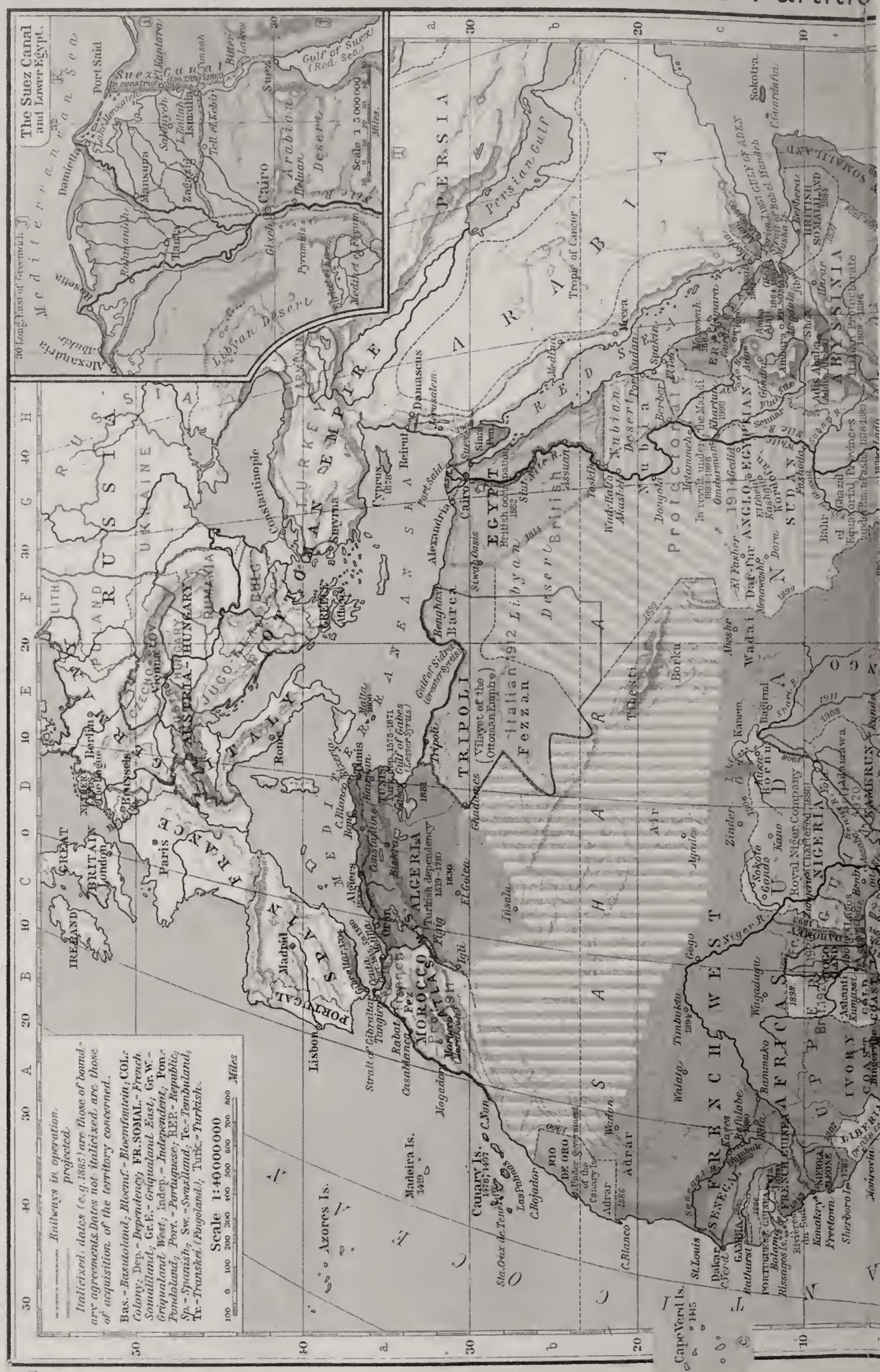
Core Map B (upper half)

"The Partition of Africa" in William R. Shepherd, *Historical Atlas*. New York: Henry Holt and Company, 1921, pp. 174-75. [shown in two parts]. A color version is available at www.newberry.org/nl/smith/L3rsmith.html.

Core Map B (lower half)

"The Partition of Africa" in William R. Shepherd, *Historical Atlas*. New York: Henry Holt and Company, 1921, pp. 174-75. [shown in two parts]. A color version is available at www.newberry.org/nl/smith/L3rsmith.html.

Outline Map